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ABSTRACT

This packet contains seven brochures developed during a project on literacy education and parenting skills for deaf parents of young hearing children (DP/HC). The topics of the brochures are as follows: behavior management, self-esteem, speech development in children, language development, nutrition, safety, and deaf parents in a hearing child's school. Each brochure contains educational information presented in simple language illustrated with line drawings. Emphasis is placed on helping children acquire language skills while improving parenting skills. (KC)

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TIPS

TOWARD IMPROVED PARENTING SKILLS

FOR DEAF PARENTS WITH HEARING CHILDREN

Project #98-2019

Center on Deafness

Western Pennsylvania School for the Deaf

1991-92

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TOWARD IMPROVED PARENTING SKILLS

For Deaf Parents with Hearing Children

Behavior Management

Produced by: Center on Deafness,
Western Pennsylvania School for the Deaf,
300 Swissvale Avenue, Pittsburgh, PA. 15218,
412/244-4228 or 412/371-7000

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AT THE WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF

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Parents are teachers. They teach children what is right and what is **wrong.**

Parents need to discipline their children. Discipline trains the mind and teaches control.

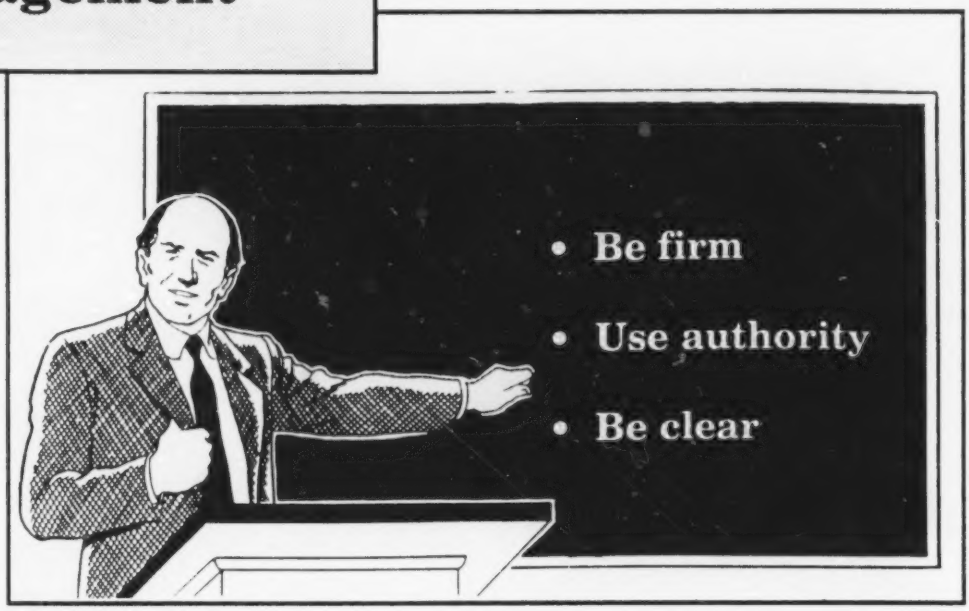
Children who are disciplined will have self-discipline when they grow up.

Giving a child discipline shows your child you care about him. It includes comfort, care, and nurture.

Discipline includes praise for good behavior and examples to learn from.

Discipline and punishment are different. Discipline is a good way to set limits. It helps your child become responsible.

Tips for Behavior Management



Be Firm: Children like to have rules. They are happy when they know your rules. Be *firm* with rules. Children obey rules better if you are *consistent* — do not change your mind about your rules.

Not Firm:

"I told you not to hit your sister.
I won't punish you now .
But, next time you hit her, I will punish you."

Firm:

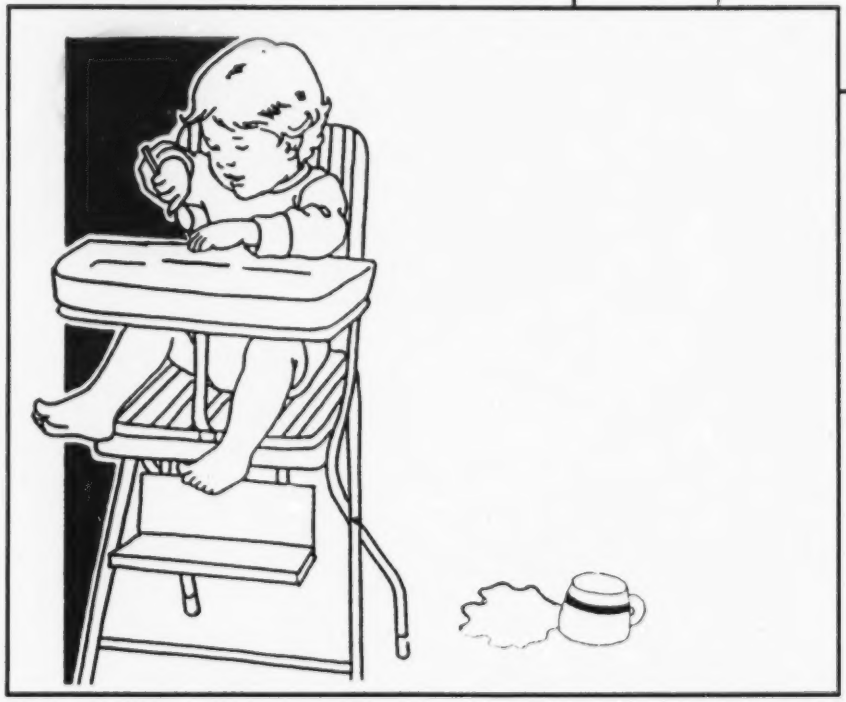
"You hit your sister.
I must punish you now.
Go to your chair for five minutes.
This is time out. "

<u>Use Authority:</u> Children feel secure if you are the boss. They do not want to be your boss. *Authority* means you are the boss. Look at your child in the eye when you speak to him. Use signs, voice, and facial expressions that tell your child you are the boss.

<u>Be Clear:</u> Children do not like to be confused. Be *clear* about what is good and bad behavior. If your child hits his sister, don't say, *"Stop that!"* Say, *"Johnny, No! It is wrong to hit your sister. Play nicely."*

It is important to remember: If your child behaves badly, the *behavior* is bad. The *child* is not bad.

If you tell your child that she is bad, she may lose her self-esteem. Remind your child that you love her. You will always love her. But, her behavior needs to change.



Even the very best parents have trouble with their children sometimes. Don't expect your child to be perfect. Remember he is still learning what is right and wrong, good and bad.

Be patient with your child. Show him a lot of love.

When you punish your child, sometimes he says, "Not fair!" He may be right. Make sure the *punishment fits the crime.*

"Children need rules and structure or they will not be comfortable. The home rules should be few and clear." **Dr. Richard Solomon, MD, Allegheny General Hospital (Speaker at Center On Deafness Parents' Workshop, 1992.)**

Toward
Improved
Parenting
Skills

Behavior Problems

Negative Behavior	Suggestions
Grocery Store: Your child does not stay with you. He takes food off shelves. If you do not buy what he wants, he yells. 	Take a reward with you (*i.e.* M & M's). If your child walks down an aisle without any behavior problems, give him the reward. Do this for every aisle. Compliment his good behavior.
Video Store: Your children fight about which video to take home.	Pick the child who will choose the video before you go to the video store. If your children argue, leave without a movie. Your children will learn that **any** movie is better than **no** movie.

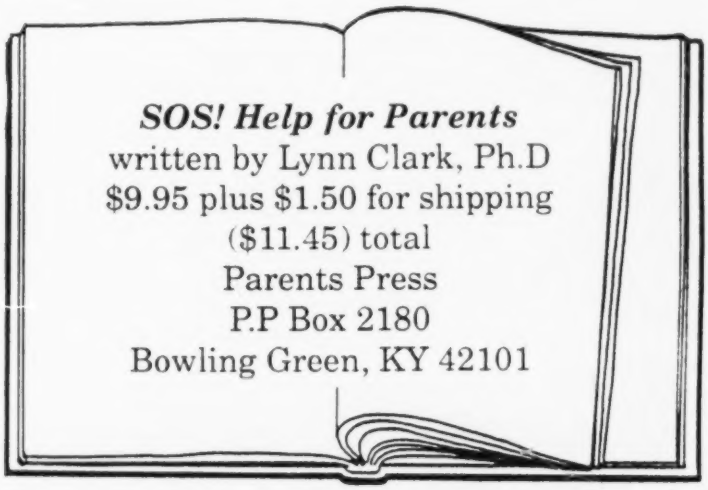
Negative Behavior	Suggestions
Church:	
Your child does not sit still.	It is difficult for young children to sit for a long time. If your church has child care or Sunday School classes during church, let your child go there. If he must stay with you, bring a quiet, sit-down activity for him (*i.e.* a coloring book and crayons). Give it to him when he has behaved nicely for 15 or 30 minutes.
In Public:	
Your child runs away from you. You do not like to call him and use your voice in public places.	Although children like to explore, you must supervise your children's behavior. You can set a rule like, *"Walk next to Mommy. If you stay with me ,we will buy ice cream."*
Public Bathrooms:	
You, a mother, are out with your son in a store. He goes into a bathroom and stays too long.	Play a game with your son. Stand outside the bathroom with a watch. See how fast he can be.

Many parents share the same problems. These are some of the problems that parents in our workshop have had with their children. Here are some suggestions from these parents, from Dr. Richard Solomon, and from us.

- ***My child won't obey my rules.***
- ***My child has tem - per tantrums.***
- ***My child hits me when she is angry.***

Many parents have the same problems with their children. Don't worry! Your child is *not* the only child who misbehaves.

Any parent can become angry and frustrated when his child behaves badly. There are a lot of good books in the library and in the Childcare and Self-help sections of bookstores that may help you. A book that we recommend is:



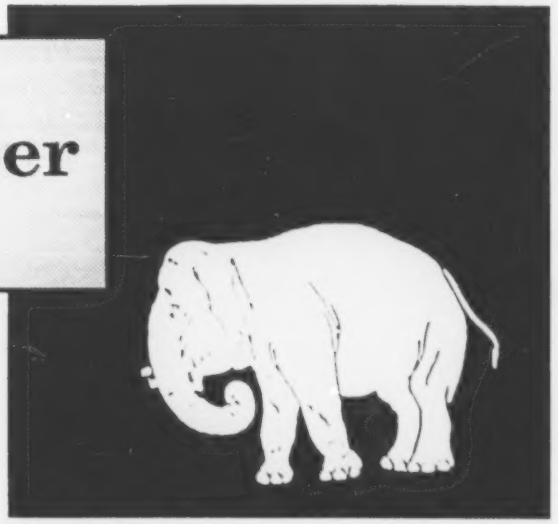
This book teaches you how to use Time-out, reward your child, and much more!

Sometimes you need more help than a book can give. You may need help from a counselor. Some signs that you may need more help are:

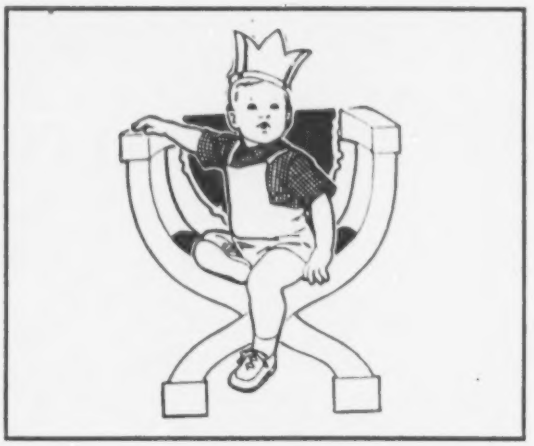
- **Your child is *unhappy* most of the time.**
- **Your child *cannot get along* with others.**
- **Your child is *causing family problems*.**

Ask your pediatrician to recommend a few child psychologists or family counselors. Ask if they can sign and/or communicate easily with you. For more information, call the **Center On Deafness**, (412/244-4228) to ask about counseling services.

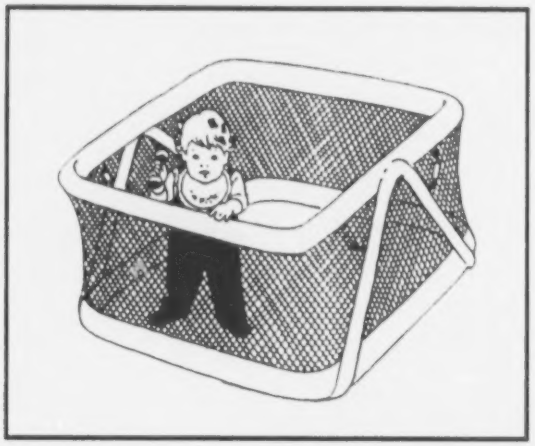
Things To Remember



- **Be patient.**
- **Don't expect your child to be perfect.**



- **Parents must teach their children what is right and wrong.**
- **Be firm. Use your authority. Be clear.**



- **Your child's *behavior* may be bad, but your *child* is not bad.**
- **Get professional help if you think you need it.**

Your TIPS Contributors:

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TOWARD IMPROVED PARENTING SKILLS

For Deaf Parents with Hearing Children

Self-Esteem

**Produced by: Center on Deafness,
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Self-esteem is the way a person feels about himself. It is his feeling that he is a capable and a competent person - that he values his own worth.

When children have high self-esteem, they are confident and filled with self-respect. They are glad about who they are.

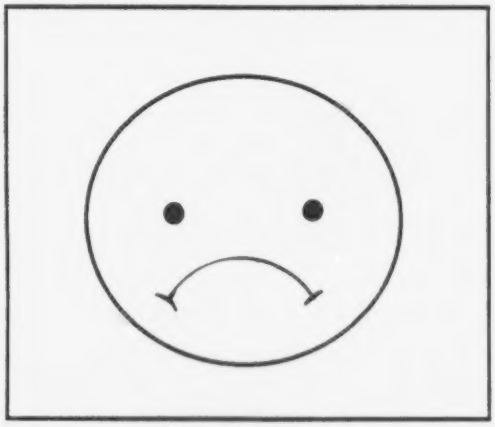
Children with high self-esteem feel secure about trying new activities. They are not afraid. They enjoy learning and being creative.

Self-esteem is a direct result of a child's contacts with parents, teachers, and friends. Parents, however, have the greatest effect on children's self-esteem. As children interact with their families, teachers, and friends, they learn about themselves. They develop a self-image. If they see that their parents love them, they will feel loved and worthwhile. If they feel valued, they will have high self-esteem.

Self-esteem: the building block of a good self-image

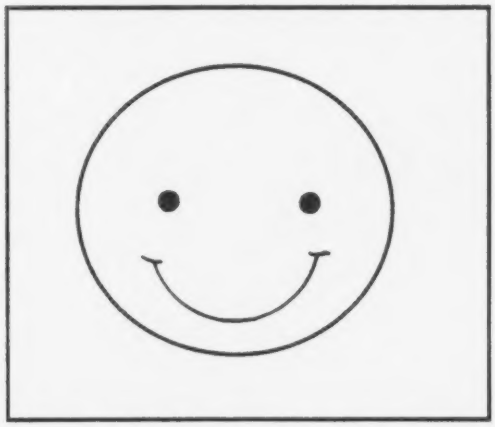
Children need to feel good about themselves. They need to have high **self-esteem**.

Low self-esteem



I'm a loser.

High self-esteem



I'm not perfect, but I like the way I am.

What can parents do to raise children's self-esteem?

- Children must feel loved. Plenty of hugs, kisses, and smiles are very important. Tell Baby you love him.
- Don't expect your child to develop faster than normal. Baby will pick up your sense of disappointment in his development. For example, most children **cannot** be successfully toilet-trained before the age of two. If you try to train your baby earlier, he may become frustrated and think he is a failure.
- Let children make mistakes. Praise them for trying. Encourage them to try again. Show them the right way to do things - in small steps.
- Tell your child that it's "Okay" to talk about his feelings.

Toward Improved Parenting Skills

Chart of Emotional Needs

Child's Needs	Behaviors	Do's (Parents')
1. Development of Trust Infancy (0 - 1 year)	Babies cannot take care of themselves. They must learn to trust parents for food, clean diapers, and holding.	Hold Baby often. Change diapers when needed. Feed Baby on a regular schedule.
2. Autonomy (Independence) Toddlers (1 - 3 years)	Toddlers need to explore and to be creative.	Have a room where child is free to touch and explore. Move breakable things to another place. "Baby-proof" the house.
3. Initiative Preschool (3 - 5 years)	Children want to help Mom and Dad. They want to feel like adults and to try new things like washing the dishes, helping with the laundry, etc.	Give child small responsibilities. Show pleasure when he does the job. If child does something the wrong way, help him to try again the right way.
4. Industry School - age (5 years and up)	Children want to share work and playtime with other children.	Show pride in your child's activities and accomplishments.

Effects of Do's	Don'ts (Parents')	Effects of Don'ts
Baby will grow to be a trusting person. She will trust other people.	Don't leave Baby wet. Don't let Baby cry too long before you help her. Don't ignore Baby.	Baby may grow to be a **mistrustful** person. He will not trust other people.
Baby will grow to feel **confident.**	Don't "houseproof" the baby. Don't put Baby in an area where he cannot touch anything.	Child may grow up to feel full of **shame** and full of **doubt.**
Child will feel good about helping. Mistakes can happen, but that's okay. Mistakes can be corrected, but Mommy still likes him to help.	Don't say "No!" or "Don't touch." every time your child tries to help.	Child may have feelings of **guilt.** He may feel that he is **bad.** He will not want to try a task again.
Child will feel **competent.** She can do things correctly by herself.	If your child makes a mistake, don't say, "Bad girl! You know better!"	Child may lose self-esteem (feel **inadequate** and **unworthy**).

All children have ***emotional needs***. Parents need to meet these needs, so their children will grow up with high self-esteem.

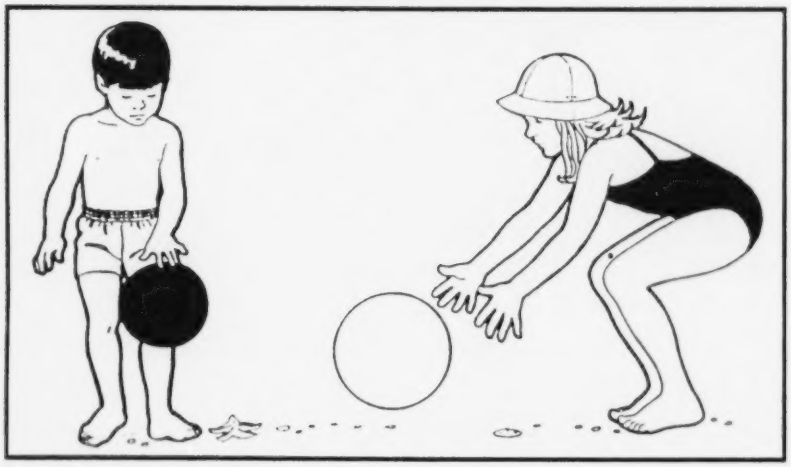
You can help your children develop high self-esteem if you:

- Communicate your confidence in them. Believe in them!
- Allow your children to make mistakes. Tolerate results that are "OK".
- Allow your children to be involved in a variety of activites and roles.
- Reward the behavior you like. Let them know!
- Ignore minor errors that will change with age and experience.
- Show affection with hugs and kisses.
- Praise your children in public, but correct them in private.
- Say, *I love you.*
- Think of ways to make your children feel special.
- Help your children feel lovable and worthwhile.
- Introduce your children to new experiences. These, keep them from developing fears.
- Talk to your children honestly.
- Do not blame or criticize your children for their feelings.
- Have realistic expectations of your children.
- Treat each child fairly.
- Allow your children to express positive and negative feelings.
- Encourage your children to talk about their feelings.
- Help your children understand that you may dislike some things they *do*, but you still love *them*.
- Encourage rather than criticize your children.
- Help your children to solve problems themselves.

Adapted from: ***Building Children's Self-Esteem***, Ellen Purser, M.S.W., A.C.S.W., James Windell, M.A. (February, 1987)

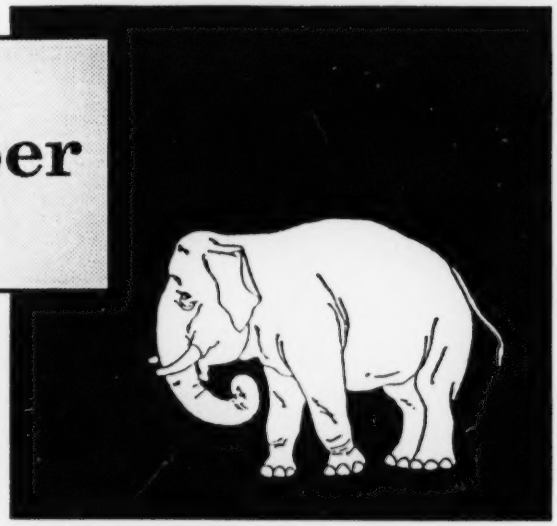
Happy children are children who have high self-esteem.

Success comes in many ways, shapes, and forms.

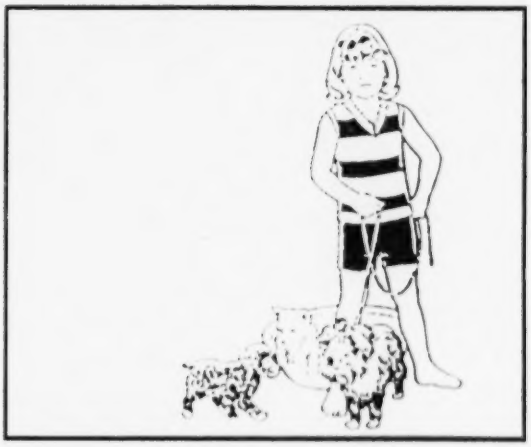


Experiencing success is important for high self-esteem.

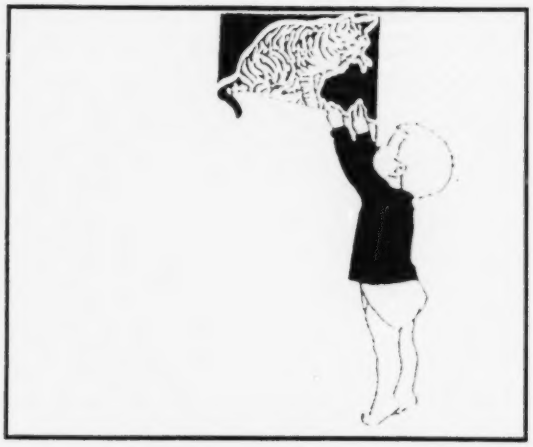
Things To Remember



- Spend time with you child.
- Give your child responsibilities - just little ones at first.



- Show your child that you love him.
- Praise your child often.



- Don't "houseproof" the baby. Instead, "babyproof" the house.
- Let your child explore and learn through his mistakes.

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TOWARD IMPROVED PARENTING SKILLS

For Deaf Parents with Hearing Children

Your Child's Speech Development

Produced by: Center on Deafness,
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As a Deaf parent, you may be concerned about your child's speech. You may ask, *How do I know if my child is speaking correctly?*

- If your son or daughter is very young (not yet in school) , ask a hearing friend or relative to listen to your child speak.

- If your child is school age, ask the teacher if your child is speaking well.

- If you want a professional opinion, make an appointment at a Speech, Language, and Hearing Clinic.

NOTE: If someone tells you that your child might have a speech problem, go to a professional as soon as possible.

There have been several studies about the speech of hearing children with deaf parents. Some of these results are summarized below.

Some studies show that hearing children with deaf parents develop normal speech. (Brelje, 1971; Lennenberg, 1967, Mayberry, 1976).

Some show that speech development is delayed. (Sachs and Johnson, 1976; Sachs, Bard, and Johnson, 1981; Todd, 1972).

Hearing children of deaf parents learn to understand their parents' speech, even if the parents have poor speech (Mayberry, 1976). The children also learn to use speech if the parents themselves use speech. (Schiff, 1979).

Hearing children learn speech from many sources. They learn some speech from other hearing people. **They also learn from everyday communication with their deaf parents.**

A deaf parent's use of sign language does not interfere with his/her hearing child's learning to speak (Schiff - Myers, 1982).

The first language a hearing child learns is the language of the primary caregiver. For example, if Mother stays home with her child and mostly uses sign language, then the child will learn signing first, even if Dad has normal hearing and speech (Prinz and Prinz, 1979).

Learning to speak may be delayed if a hearing child's primary caregiver does not use his/her voice (Schiff - Myers, 1982).

You can find more information on these studies in two articles:

Schiff - Myers, N. (1982). *Sign and oral development of preschool hearing children of deaf parents in comparison with their mothers' communication system.* American Annals of the Deaf, 182, (3), 322-330.

Griffin, P. (1985). *Mode-switching and mode-finding in a hearing child of deaf parents.* Sign Language Studies, 48, 195-222.

Communication is very important for your child. Sign Language and speech are forms of communication. Smiles, hugs, and other expressions of your thoughts and feelings are also ways to communicate.

Many deaf parents of hearing children ask: *How can my child learn good speech if I do not have perfect speech?* There are many ways that you as deaf parents can help your children learn good speech.

- Use your voice when you sign (using Pidgin Sign English, PSE) — or alternate signing in ASL (American Sign Language) and using your voice. (Use ASL. Then talk. Then, use ASL again. Then, talk again.)

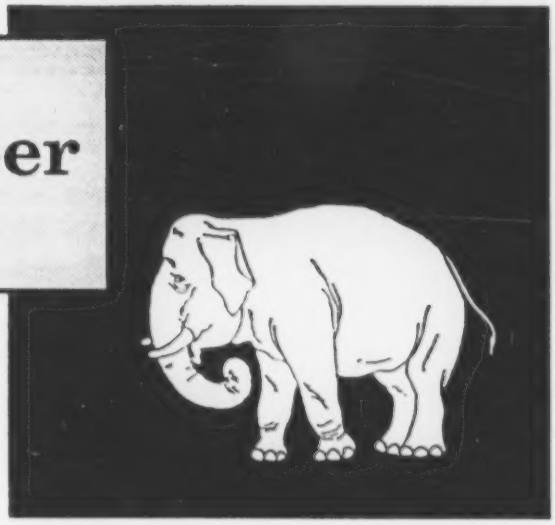
- Visit often with hearing relatives and friends who will talk with your child.

- Bring home books with cassette tapes. You can buy them at bookstores or borrow them from the library. Your child can listen to the tape while he follows the story in the book.

- Let your child watch T.V. — not all day, of course ! One or two hours is plenty. Choose programs that are suitable for your child to watch. *Mr. Rogers' Neighborhood* and *Sesame Street* are are good programs that children love. Be sure the sound is turned up so your child can hear!

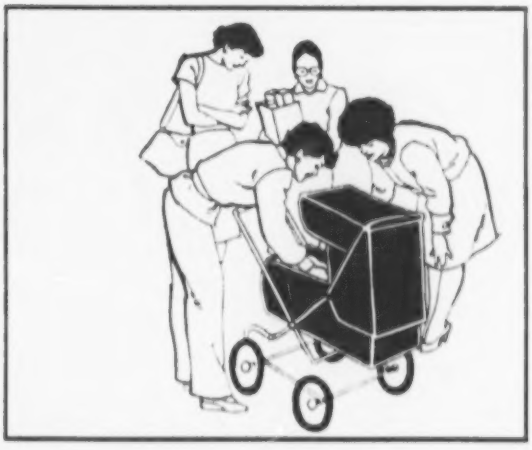
It is important that your hearing child has many opportunities to hear speech, starting when he is a baby.

Things To Remember



- Pick appropriate T.V. shows for your child to watch and hear.

- Communicate with your child often, using sign and speech.
- Give your child many opportunities to be around people who speak well.



- Use your voice. Your child will learn to understand you, even if your speech is not perfect.

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TOWARD IMPROVED PARENTING SKILLS

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Language Development

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Hearing children who are raised by deaf parents may develop two language systems — a sign language and the language which they hear people speaking around them.

It is difficult to decide which language system to use with your hearing children. You have many choices. You might use one of the following systems, or you might use different ones at different times.

ASL (American Sign language)

PSE (Pidgin Signed English — a mixture of ASL and English)

SEE (Signing Exact English)

Oral English

Your children need to learn a language so that they can communicate with you and with other people. As parents, you will want to know your child's feelings, opinions, problems, and needs.

Your children need to learn the language you use so they can communicate these things to you. Teach your children the language or languages that you want to share with them. If you use ASL to communicate, then your hearing child will learn ASL. She will also learn the English language she hears.

If you use ASL, your child will learn ASL. But, she will also learn English. Even though you share your language with your hearing child, her natural language will still be English. Your child needs to develop her English skills so she will be at the same level as her hearing peers at school.

You may ask, *How can my hearing child learn English if I use ASL?* He can learn English by hearing lots of people speaking English. Here are some ways for your child to hear spoken English.

- Some of the time, you can use ASL signs along with speech — in English word order. (This will probably be PSE — Pidgin Sign English — the same system you may have used when you were in school.

- You can use only ASL, **but** have someone else give your hearing child a lot of spoken English. This can be a grandmother, aunt, special friend, or several neighbors. Try to have adults and children speak to your child.

- One parent can speak to your child, the other parent can use ASL. Make sure someone speaks to your child often.

- One parent (or both) can use ASL, without voice, part of the time, and spoken English part of the time. You can switch from ASL to English at special times during the day. Or you can use one language system right after the other.

- You can use SEE (Signing Exact English) if you are comfortable with it. SEE uses special signs to show English word endings.

- Let your child hear English on T.V. or video cassettes. However, these cannot be his only source of spoken English. He needs to talk as well as listen. He needs to have people use language directly with him.

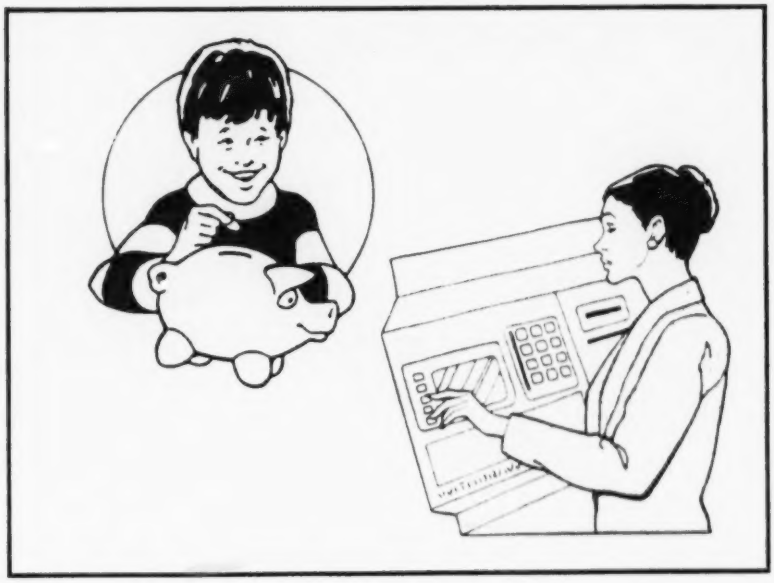
You may ask, *How can I help my child develop language?* Spend time with your child. Use language to talk about everything you do. Share ideas with him.

- **Talk about the things you are doing.**
- **Talk about the places you are going.**
- **Read and talk about books.**

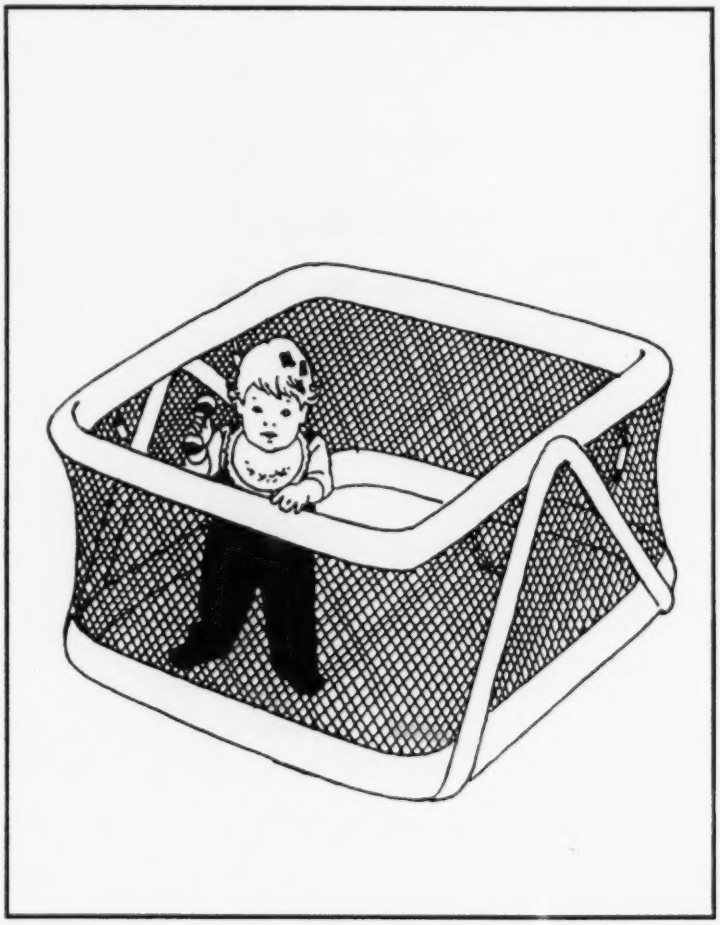
- **Answer your child's questions.**
- **Help him ask questions.**
- **Pay attention to your child.**

- **Tell stories together.**
- **Play games together.**
- **Play word games together.**

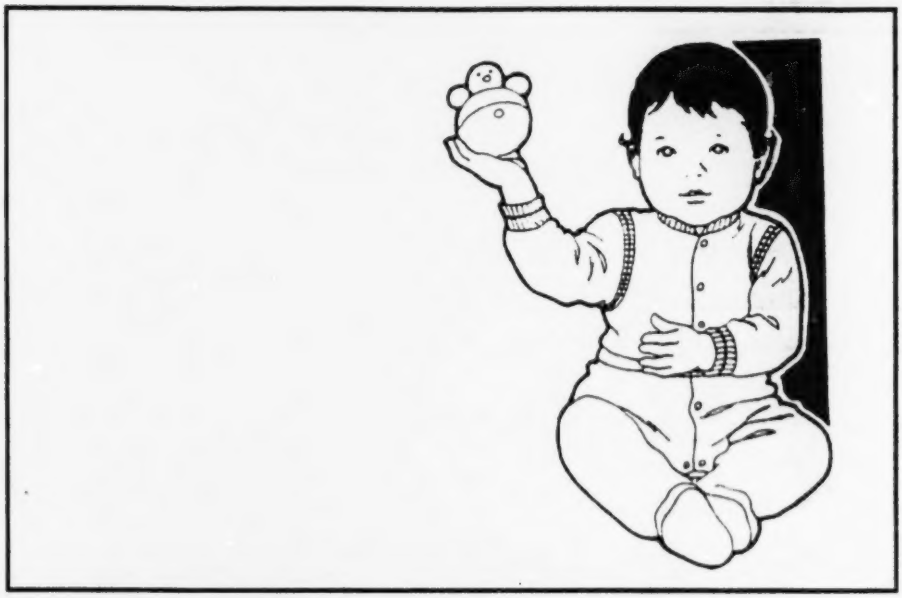
- **Pretend with your child.**
- **Praise your child.**



When a young child is beginning to learn language, it is important to remember the following things:



- **Your baby may try to communicate with you using babbling, gestures, eye contact, touching, crying, or pointing.**
- **When your child is trying to communicate with you, <u>it is important!</u> Act like it is important. Respond to what he is trying to say. For example, when your baby cries, say: *What's wrong? Are you tired?***
- **Try to understand what your child is trying to communicate. Sometimes you may respond to your child, but your response doesn't match his meaning. Your child may be confused. Try again!**



- Talk about what interests your child. This is called following your child's lead. It helps keep your child's attention. If he is pointing to a favorite toy, talk about it. Give him a sign for it.

- When your child is talking, try not to interrupt him.

- Try not to change the subject when your child is talking. If you must change the subject, tell your child that you are talking about a different idea. Then, continue your message. For example, if you have been talking about dogs, but dinner is ready say, "*We must eat now. We will talk about dogs later.*"

Children develop language by using it. Parents can help their children learn language by communicating with them — every day — and by talking about everything they do. There are so many ways to have active communication with your child! Use your imagination. Make your time together fun.

Talk about the things you do around the house. *"After we sweep the floor, we will clean the dishes. I'm going to vacuum now."*

Join your child when she plays. Talk about her toys. Say, *"Here is your doll. What is your doll's name? What is she doing? "* Make up a story about a toy.

Talk about what you are seeing, feeling, or doing. Say, *"I am bouncing you on my knee. Up and down. Bounce, bounce. Oh, here comes Daddy."*

Add information to what your child says. Include the words that your child has left out. For example, if your child says, *"Food"*, you can say, *"Do you want some food? Are you hungry?"*

When your child points to something, don't give it to him right away. Ask him what he wants. Ask him to show you the sign for it or to say the word. Praise him for trying — even if his response is wrong. You can give him the right word later. Praise him first (i.e., *"Good try! You want a truck"*)

Set up situations where your child must ask for something. At dinner, pretend you forgot your child's fork. Encourage herto ask for a fork with a sign or a word.

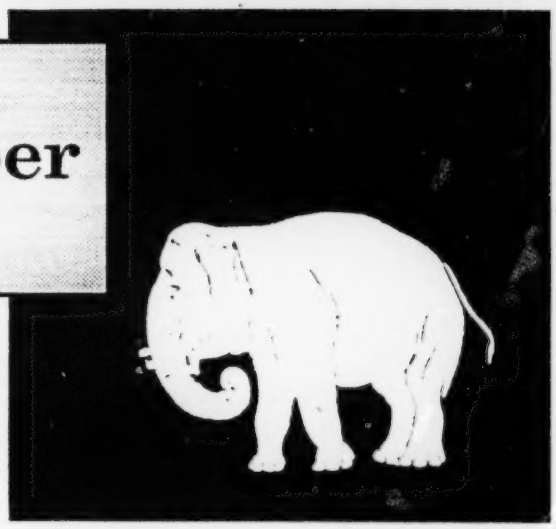
READ to your child. Read books. Read nursery rhymes. Read labels in the grocery store. Read traffic signs. Read every day!

Another question you may ask is, *How can I encourage my child to use more language?*

Active communication is very important. Active communication is back and forth conversation. The child listens or looks at people talking. Then, he talks. He watches and talks again. A child must experience active communication to learn language. A child can't have active communication with a T.V. show — even an educational show!

You and your child can have active communication any time you are together!

Things To Remember



- Spend time talking, reading and playing with your child.

- Choose a language system that you feel comfortable using with your child.

- Have active communication. Take turns talking with your child.

Your TIPS Contributors:

Monica L. Anthony, *Literacy Coordinator*
Helen B. Craig, *Director of Research*
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TOWARD IMPROVED PARENTING SKILLS

For Deaf Parents with Hearing Children

Nutrition

**Produced by: Center on Deafness,
Western Pennsylvania School for the Deaf,
300 Swissvale Avenue, Pittsburgh, PA. 15218,
412/244-4228 or 412/371-7000**

CENTER ON DEAFNESS
AT THE WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF

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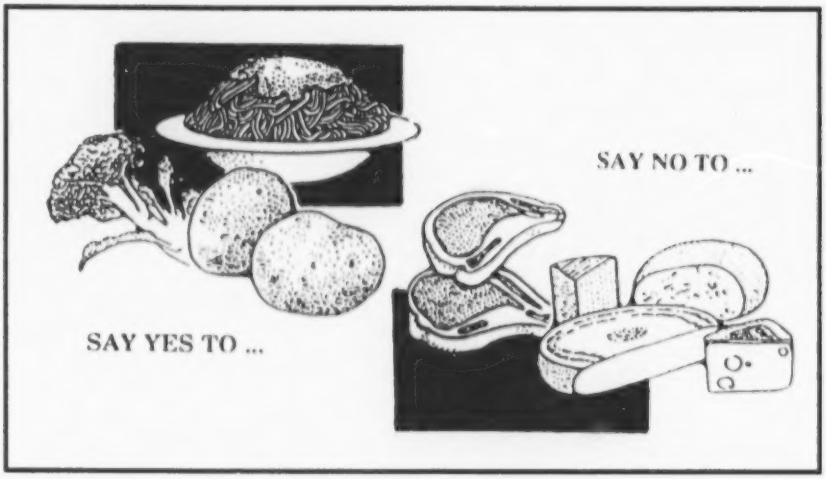
Children need to eat healthy (nutritional) foods to become strong and healthy. Parents play an important role in their child's nutrition. Give your child a choice of healthy foods to eat.

NUTRITION TIPS

- Set a good example for your child. If your child sees you eat healthy foods, he will also eat healthy foods.
- Check the labels of the foods you buy. Heathy foods are low in cholesterol, low in saturated fat, low in sodium, and low in sugar.



The National Center for Nutrition and Dietetics tells us a healthy way to plan our diets. They suggest that people eat less meat and cheese. People should eat more pasta, rice, potatoes, and vegetables.

Healthy Foods	Less Healthy Foods
Low salt crackers	Ice cream
Graham crackers	Cookies, cakes
Pretzels	Brownies
Fruits	Potato chips
Vegetables	Corn chips
Fig Newtons	Whole milk
Lowfat cheese	Popcorn cooked in oil
Lowfat milk	Deep fried vegetables
Lean meats (cut away fat or skin)	Pizza with toppings
Vanilla wafers	Sugar cereals
Air-popped pop corn	Candy
Frozen yogurt	Breaded meats
Animal crackers	Macaroni and cheese

EAT RIGHT AMERICA

National Center for Nutrition and Diatetics

DAIRY

2-4 SERVINGS DAILY
Serving Size: 1 Cup Milk, Yogurt

Milk: 1%, Skim, or Nonfat
Chocolate Milk: Lowfat
Buttermilk: Lowfat
Cottage Cheese: Lowfat
Yogurt: Lowfat or Nonfat
Cheese: Lowfat American or Cheddar, Ricotta, Mozzarella, String

MEAT AND MEAT ALTERNATIVES

2-3 SERVINGS DAILY
Total: 5-7 Ounces

Beef/Pork/Veal/Lamb: Loin, Butt, Round, or Sirloin
Ground Beef: 90% Lean, Lowfat Ground Beef
Dried Beans: White, Pinto, Navy, Split Peas, Lentils
Fish: Fresh, Frozen, Water-packed
Eggs: limit 4 whole eggs or yolks per week, whites as desired
Turkey/Chicken: Whole, Parts, Ground, Luncheon Meats

FRUITS

2-4 SERVINGS DAILY
Serving Size: 3/4 Cup Juice, 1/2 Cup Canned or Small Pieces, 1/4 Cup Dried, or 1 Piece Whole

Fresh or Frozen: All
Canned: All
Fruit Juice: All
Dried: All

BREADS/GRAINS/ CEREALS

6-11 SERVINGS DAILY
Serving Size: 4 Small Crackers, 1/2 Cup Cooked Cereal, Pasta, Rice, 1 Ounce Ready-to-eat Cereal, 1 Slice Bread, 1/2 Roll or 1/2 Large Muffin

Bread: Whole Wheat, Rye, White, Oat, Multigrain
Rice: All
Pasta/Noodles: All
Bagels, Matzos, Tortillas
Pita Bread
Hot Cereal: All
Ready-to-Eat-Cereal: All Except Granola
Crackers/Snacks: Saltines, Rice Cakes, Air-popped Popcorn, Rye Wafers

VEGETABLES

3-5 SERVINGS DAILY
Serving Size: 1/2 Cup Cooked or Raw, 1 Cup Leafy Green or 1/2 Cup Juice

Plain Vegetables: Fresh, Canned, or Frozen
Tomato Juice and Sauce
Vegetable Juice:

FATS/SALAD DRESSINGS/OILS

1- 6 TEASPOONS DAILY

Vegetable Oil: Corn, Canola, Peanut, Olive, Safflower, Etc.
Salad Dressing: Reduced Fat
Mayonaise: Reduced Fat
Margarine: Lowfat, Diet, Whipped
Sour Cream: Reduced Fat
Flavored Oils: Sesame, Walnut, Chili

SWEETS

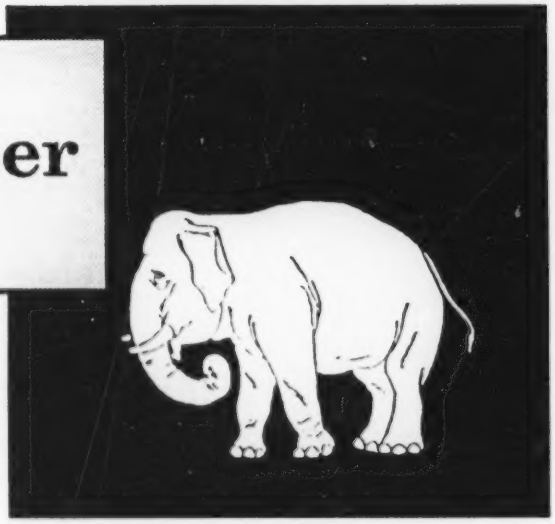
Cookies: Fig Bars, Ginger Snaps, Graham Crackers, Vanilla Wafers, Lady Fingers
Frozen Yogurt: Lowfat, Nonfat
Gelatin Desserts
Cakes: Angel Food, Chiffon
Ice Milk, Sherbet, Ices
Frozen Fruit Bars

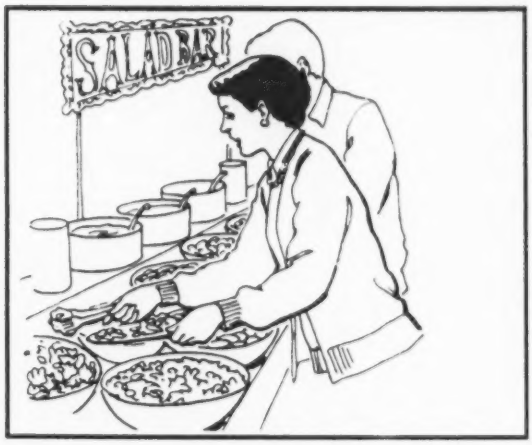
- Serve a variety of foods at mealtime. It is all right if your child refuses to eat some foods. Do not force your child to eat foods he does not like. Instead, have a variety of other foods for him to eat.

- Let your child decide when he is full. Children can tell you when they've had enough to eat. Don't worry if your child does not eat enough at one meal. He will probably eat more at the next meal or at snack time.

- Give your child nutritious snacks between meals. Growing children usually need more to eat than they can get at mealtime alone. The extra snacks give them the energy they need.

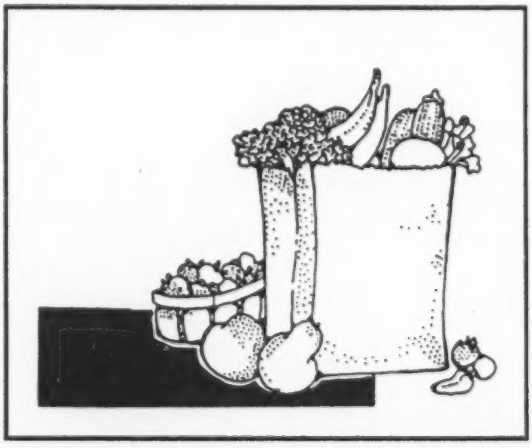
Things To Remember





- Give <u>nutritious</u> snacks to your child.
- Serve a variety of foods.

- Set a good example for your child with the foods you eat.
- Buy foods low in cholesterol, low in sodium, low in saturated fat, and low in sugar.



- Don't force your child to eat. She may be full now, but she will eat more later.

<u>Your TIPS Contributors:</u>

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TOWARD IMPROVED PARENTING SKILLS

For Deaf Parents with Hearing Children

Safety

**Produced by: Center on Deafness,
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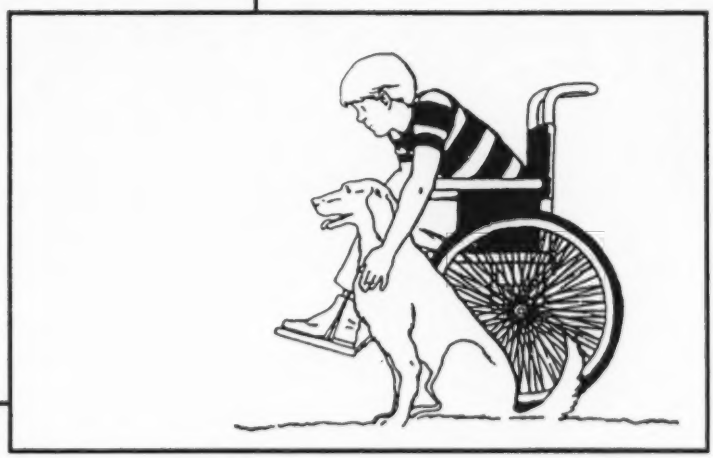
All children need to grow up in a safe environment. Although you try to take good care of your children, they can still hurt themselves or become sick. Be prepared for these emergencies.



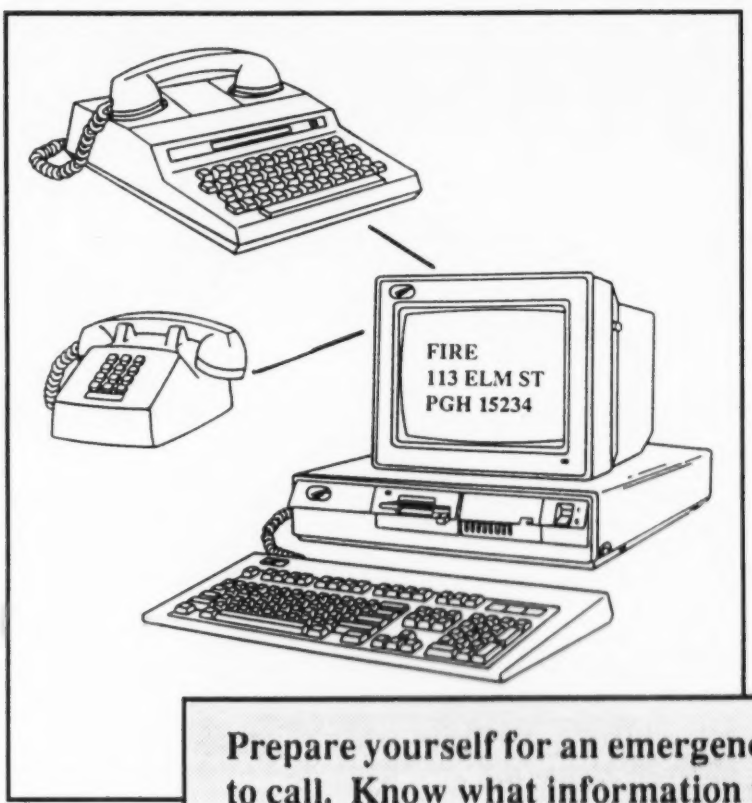
Emergencies are times when you need immediate help. They include:

- a fire.
- needing an ambulance. (For example, your child is not breathing. Or, there is an accident and someone is losing a lot of blood.)
- needing help if your child swallowed poison.
- needing the police immediately. (For example, someone is trying to hurt you or your child.)
- needing help from a doctor. (For example, your child has a very high fever.)

9-1-1 is an emergency service phone number that <u>some</u> people in Pennsylvania can call. 9-1-1 emergency service is NOT available to all homes in Pennsylvania. Call your local police or call your local service agency for deaf/hearing-impaired people.. Find out if you have 9-1-1 service. Do not call 9-1-1 to ask. 9-1-1 is for <u>emergencies</u>, not information.

If your area has 9-1-1 service, find out if it can be reached by TDD/TTY. Many 9-1-1 services have special phone numbers for TDD/TTY calls.

If the police or local service agency cannot answer these questions, ask them to get the answers for you.



Prepare yourself for an emergency. Know who to call. Know what information to give. If you call the right number and give the right information, you will get help.

If you do not have 9-1-1 service, but you call 9-1-1, your call will automatically go to the operator. However, the operator may not recognize a TDD call. She will not be able to help you. Therefore, you need to keep emergency numbers near your phone. Some people tape emergency numbers on their phone. You need to keep these numbers near your phone if you do not have 9-1-1 service.

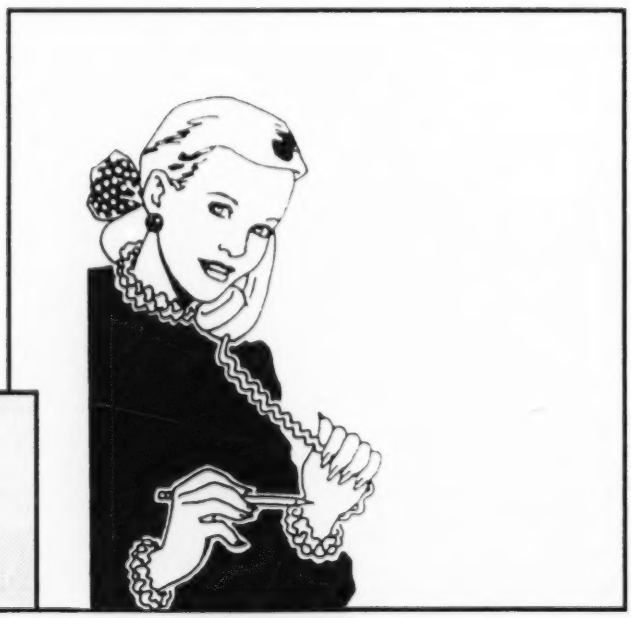
Fire
Police
Ambulance
Poison Control Center
Your Child's Doctor.

Call TDD Directory Assistance for help finding these numbers.

1-800-855-1155

Keep the Relay Service phone number near your phone. In an emergency, you can use the Relay Service to contact your child's doctor or others who don't have a TDD.

1-800-654-5984 (TDD)
1-800-654-5988 (Voice)



Teach your children how to call and use your local emergency phone numbers.

You should always have some first-aid supplies ready for emergencies. Here is a list you can use. Similar children's medicines can be substituted if your doctor recommends them. IMPORTANT: Check with your doctor before you give any medicines to your child.

Problem	Treatment
cuts and scrapes	*Peroxide* (to clean cuts) Antibiotic ointment (to fight infection) Bandaids (to keep cuts clean) *Merthiolate* (to keep scabs clean)
fevers	thermometer (to take temperature) *Children's Tylenol* (do NOT use aspirin)
sore throats	salt water (for gargling) *Children's Tylenol* (for sore throat pain)
colds	*Sudafed* (for stuffy nose)
coughs	*Robitussin* cough syrup
diaper rash	*Desitin Ointment*
other rashes	Cortisone cream
swelling or bruises	Ice packs (to reduce swelling)
sunburn	*Solarcaine* (to stop burning and itching)
Poison Ivy, hives, and bites	*Caladryl* or *Calamine Lotion* (to stop itching)
upset stomach and vomiting	Call your doctor
swallowing poison	Call the Poison Control Center immediately. *Ipecac* syrup (to start vomiting - only if doctor or Poison Control Center tells you to use it.)

The Red Cross teaches First Aid classes. It teaches many skills like water safety, CPR, Heimlich Maneuver for choking, house safety, boat safety, and more.

If you are interested in learning First Aid, contact your local Red Cross . Get the information you want. You may ask:

- How many people are in a class?
- How much does a class cost?
- Where are the classes?
- What skills will I learn ?
- Will an interpreter be provided for my class?

* The Pittsburgh Red Cross has an instructor for deaf/hard of hearing people.

The information you give to emergency services must be complete.

Always give the following information when you reach an emergency phone number.

- **Describe the emergency. (i.e.** ***I need an ambulance. My house is on fire. I need the police.)***

- **Give full directions to your house. Include the area name, street name, and house number.**

Young children like to explore. They begin to explore when they crawl. After that, they walk and run. Prepare your house for the time when your baby starts to explore.

Don't leave your baby on the changing table if you must leave the room.

Don't leave your toddler alone in the bathtub.

Cover all electrical outlets (plugs). Buy plastic plugs, or move heavy furniture in front of them.

Lock all cabinets and drawers where you keep poisons (medicine, cleaning products, etc.) or dangerous objects (knives, razors, matches, etc.) .

Move poisons and dangerous objects to high shelves, if possible.

Put small objects in safe places. Toddlers will put anything into their mouths.

Teach your child not to eat anything that is not food.

A toddler has not yet learned what is right and what is wrong. He does not know that some things are good for him and some things are bad for him. It is the parents' responsibility to keep their child safe. As your child grows up, you can teach him what is safe and what is not safe. But when he is very young you must keep poisons and dangerous things out of his reach . Keep these items away from your child:

soaps and lotions

bubble bath

hair products (shampoo, gel, hair sprays,etc.)

deodorants and mouthwash

nail products

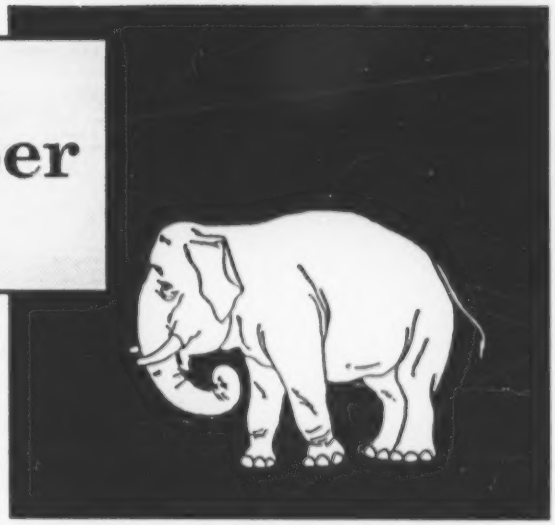
perfumes and makeup

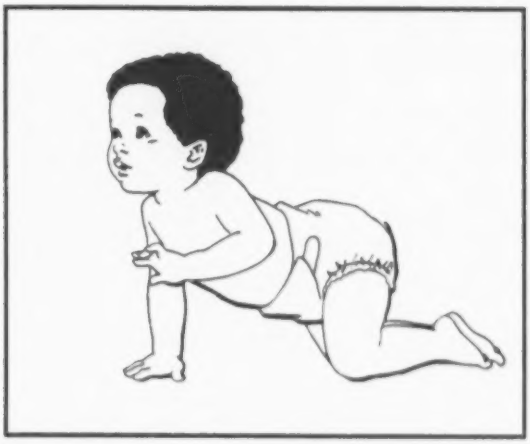
medicines (prescription and non-prescription)

plants (some are poisonous like English Ivy, Daffodils,and Azaleas.)

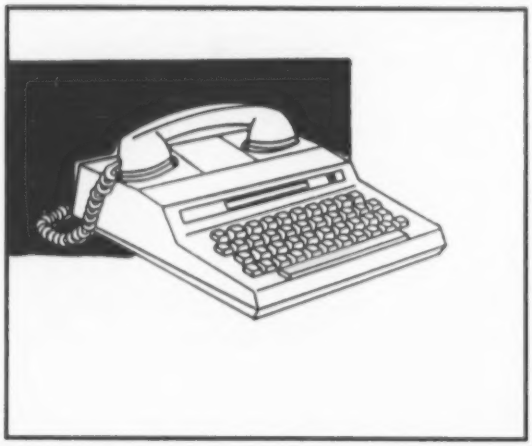
Young children like to put things in their mouths. Many things in the house are poisonous. Don't leave dangerous poisons where your child can reach them. Put away dangerous products , like cleaners, immediately after you use them.

Things To Remember

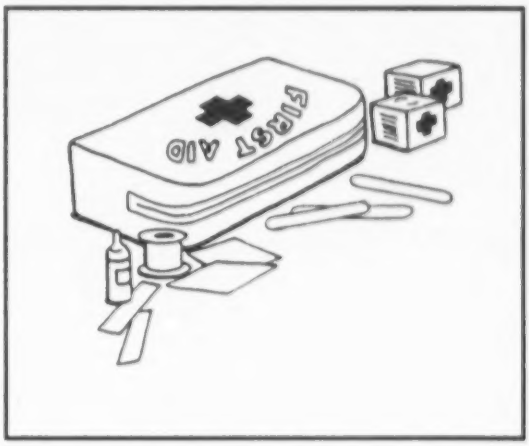




- **Make your house safe for your children.**
- **Find out if your area has 9-1-1 service accessible by TDD.**



- **Keep emergency phone numbers, including the Relay Service, by your phone.**



- **Have first aid products in your home at all times.**

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TOWARD IMPROVED PARENTING SKILLS

The Deaf Parent in a Hearing Child's School

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All children need to know that their mothers and fathers support their activities. Children like their parents to be involved in school activities. As a deaf parent, you can enjoy the same things that hearing parents enjoy in the school.

Many deaf parents have questions when their hearing children go to school. Some of these questions are:

- What are my rights to have an interpreter for meetings?
- What if I can't understand notes that the teacher sends home?
- How will the school contact me if my child becomes sick?
- How can I enjoy school activities and show my child that I support him?

Here is what the Americans with Disabilities Act (ADA) says:

Parents and personnel are entitled to... a qualified sign language interpreter when they need this service to have equal access to school activities. **(National Center for Law and *D*eafness, 800 Florida Avenue N.E., Washington, D.C. 20002-3625)**

In other words, the school must be equally accessible to parents who are deaf and parents who hear. If all the parents are invited to a Parent Teacher Association (PTA) meeting, then the school should have an interpreter for you.

Examples of when you have a right to an interpreter are:

- Meetings with teachers
- Graduation ceremonies
- PTA meetings
- Plays
- Other events where the public is invited
- Adult Education classes

VERY IMPORTANT: The ADA is very new. You may be the first deaf person to ask for an interpreter. The school may not realize who is responsible for paying the interpreter. BE PATIENT! Explain that the school pays. Show them this pamphlet. Tell them to call a local agency that schedules interpreters (e.g. PHSDS -- Pittsburgh Hearing , Speech, and Deaf Services).

Get the help you need to read notes and letters from your child's school.

Be sure to inform your child's teacher and principal that you are deaf. This will let them know that you might have special needs. When you meet the teacher or principal, your child can see that you are interested in his education.

Notes and newsletters from school can be confusing. If you are concerned about them, inform your child's teacher. Perhaps the teacher can discuss the important parts of the notes with you.

Also, you can share the notes and letters with a friend or relative who has had experience in the public school setting.

What if my child is sick or hurt?

As a parent, you need to know when your child is sick or hurt. Have a plan to follow if your child must come home. Here are some suggestions:

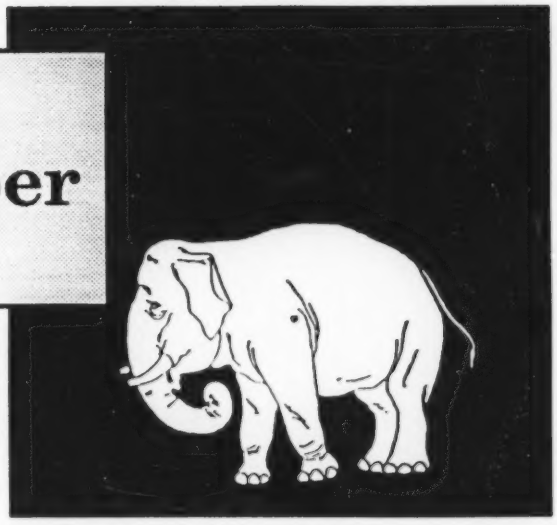
1. **Give the school the Relay telephone number, and explain how it works.**

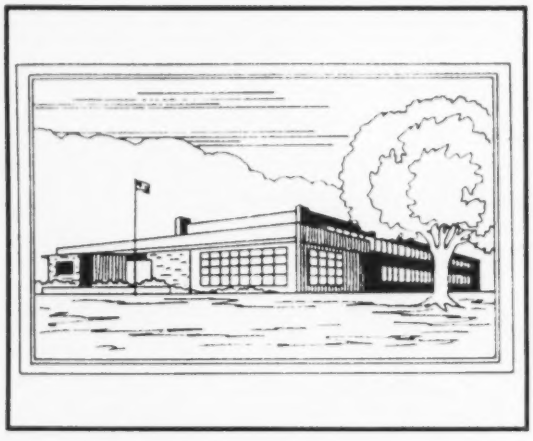
2. **Give the school phone numbers of hearing friends, relatives, or neighbors who can contact you on a TTY.**

3. **Inform the school that it is their responsibility to have a TTY. * Show the school how to use it.**

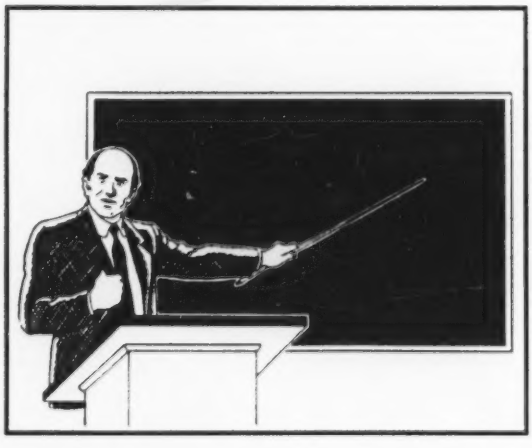
*** From ADA:** ***A school must have a procedure that a deaf person can use to request service at school system activities, accessible by TDD.*** **NOTE: Inform the school that a TTY and TDD are the same.**

Things To Remember





- You are entitled to an interpreter.
- Be sure you understand the notes and letters from school.
- Help your child's school understand your rights.
- Support your child. Go to his school events.



- Have a way to find out if your child is sick or hurt.
- Be patient ! ADA is new.

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